

NEEDS ANALYSIS FOR LEARNING RESOURCE

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ABSTRACT

This research aims to analyze the needs and the use of learning resources by lecturers in the Economic Theory and Policy course since it has been investigated that the majority of students have low learning motivation. The learning motivation itself on the other side can be improved when the learning resource meets the students' needs. 30 students of the Economic Education Magister Program of Riau University were selected as subjects of this explorative research. Data was collected using a questionnaire to be analyzed descriptively and quantitatively using tables and graphs. Findings show that: (1) Some learning resources are frequently used for most of the students by lecturers in their lecture (lecturers' explanations in class, group discussions), digital books, and powerpoint slides by the aid of high-performance computer; (2) Some learning resources are preferred by most students; yet have not been used by the lecturers namely: digital clippings, exercises, and interactive quizzes; (3) Services provided by the institution, namely: internet/wi-fi facility, convenient and complete facilities of the library; comfortable classrooms, and beautiful parks surrounding the learning area, have to be better improved to perfection; and (4) Some obstacles are met by students during their lecturers, namely: abundant amount of material, fast explanation by lecturers, unreliable internet facility, uncomfortable classrooms, and lack of lecturers' feedback upon assignment. In an attempt to meet the students' needs, a learning strategy is required particularly for utilizing such learning resources as digital books, clippings, and powerpoint slides either offline or online.

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Analysis, Needs, Development, Learning resources

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INTRODUCTION

A learning process is a system in which goal achievement is determined by various kinds of components. Several components in a learning process reciprocally interact, namely: students, teachers, materials, learning media, learning methods or models, and learning evaluations (Pane & Darwis Dasopang, 2017). Learning in this sense is unlikely to perform well with the absence of interactions among the learning components. Some of which are the students with their learning motivation. This motivation is determined by some factors; one of them is the lecturers' activities during a lecture. Therefore, a teacher (so named "a Lecturer" in higher education institution) as one component in a learning process (so named "a Lecture") must be able to encourage the students' learning interest and motivation to create efficient and effective learning. This is also in line with the study by Ricardo indicating a positive and significant influence between students' learning interest and motivation toward students' learning outcomes either simultaneously or partially (Ricardo & Meilani, 2017).

The Economic Theory and Policy course conducted at the Economy Education Magister Program of Riau University has not been implemented to maximum due to the low learning motivation of the majority of the students. Findings of observation show that more than 36% of the students have a low category in learning motivation in spite of the application of powerpoint slides. The interview with the students conducted shows that the low learning motivation is caused by low prior knowledge the students have so that the learning materials,

which generally are of advanced category, delivered by the lecturers fail to be understood. This low level of prior knowledge is due to the limited access to the learning resources associated with the course materials taught. Therefore, it requires an attempt by the lecturers to promote the students' learning motivation, for instance, by utilizing interesting media adherents to the needs, and by attractively presenting the traceable learning resources also in conjunction to the needs.

In the meantime, Nasution in his research on the Postgraduate students of UNIMED concluded that 38% of the respondents have been familiar with the internet since birth and 70% of them make use of the internet since college for study matters and search of academic information in support of the study (Setiyani, 2010). Gimin in his research as well concluded that 70.1% of the respondents make use of a smartphone to prepare for National Science Olympic (Gimin, 2018). The two studies have indeed shown that the internet and smartphone have been important aspects the students need in the learning process (lecture). This is relevant to the industrial revolution 4.0 where digitalization takes place in all activities in the society. Therefore, the learning resources themselves will be digitally easy to find and read at any time and place through the internet.

Referring to the aforementioned information, this research aims to analyze the needs for the learning resources in Economic Theory and Policy course at the Economic Education Magister Program

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of Riau University.

LITERATURE REVIEW

It is previously described that students' learning motivation is determined by numerous factors; one of which is the teacher/lecturer. The varied components used in the lecture (such as learning resources and media) by the lecturers will impact students' learning motivation. Liliawati notes that one factor affecting low learning quality is the absence of maximum use of learning resources (Liliawati, 2017). This proves the significance of learning resources to increase students' learning motivation.

A learning resource implies a message of having something presented by using tools, something presented on its own, or something used to deliver a message (Hafid, 2006). Wina Sanjaya points out that a learning resource is something around the setting where students perform their activities and in which it can increase their motivation. Thus, it functionally serves as an aid to optimizing the learning outcome (Sanjaya, 2013). These two experts' perspectives suggest that something around the lecturing activities which is used and can help increase students' learning motivation is called a learning resource. A lecturer should, therefore, utilize something around the lecturing activities, in response to the students' preference, as a learning resource so that this can promote their learning motivation. Abdullah similarly states that a learning resource can play an important role in solving the problem in learning (Abdullah, 2012). It is further explained that to achieve a maximum result, a learning resource development that is systematically managed, well-certified and functioned is highly required.

AECT (*Association for Educational Communication dan Technology*) briefly divides the learning resource into two: (1) the learning resource by design, and (2) the learning resource by utilization) (Hernawati, 2015).

Abdullah explains that learning resources can be in the form of messages, people, materials, tools and arrangements (Abdullah, 2002). So does Stronge who elaborates 6 types of learning resources which are apt to be used in an education unit, namely: (1) People, i.e. subject teachers, colleagues, and laboratory assistants, (2) Messages i.e. ideas, facts, meanings associated with subject matter or lecture, (3) Materials i.e. books, students' portfolios, whiteboards, maps, globes, films (non-TV), pictures, diagrams, magazines, journals, and newspaper, (4) Backgrounds i.e. library, laboratory, and campus park, (5) Learning resource techniques i.e. varied lectures, discussions, programmed learning, individual learning, simulations, games, explorative studies, field studies, question and answer sessions, assignments, and (6) Tools i.e. computers, LCDs, radios, tape recorders, television sets, OHPs, and cameras (Abdullah, 2017). Suyanto differently argues that several learning resources can be utilized to enrich students' learning experiences i.e. magazines, newspapers, internet posters, flyers, manuscripts, photographs, and surrounding natural settings (Suyanto & Jihad, 2013).

It can be concluded based on the description that learning resource is divided into 5 groups; they are: (1) the learning resource

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of the people/resource person; it is a lecture or an explanation of the teachers, colleagues, (2) Printed learning materials such as textbooks, newspaper, magazines, (3) digital learning resources such as CDs, VCDs, digital killing, internet, digital clippings and (4) settings such as laboratory, library, classroom, campus park. Each group has strengths and weaknesses following the characteristics of the users. The lecturers, therefore, have to select and determine appropriate learning resources that meet the students' needs.

Another study by Kristiyanti M. concluded that there has been a change in the learning paradigm nowadays. Success in the teaching and learning process either in universities or schools is not only determined by the teachers but also students' activeness. The students can obtain information either from the libraries or the internet that puts them at ease over acquiring the knowledge. The students can completely have access to all references required quickly through the internet so that the learning process seems more at ease (Kristiyanti M., 2010). This shows that students' being active in searching for the learning resources on the internet is essential in the learning process in addition to the teachers as one of the factors. Students' activities need teachers' intervention for growing and developing whilst the availability of the internet relies upon the responsibilities of the schools and parents.

METHODOLOGY

This explorative research analyses the needs for learning resources. The research involved 30

students (first to third-year students) of the Economic Education Magister Program of Riau University who have been taking the Economic Theory and Policy course. Data on the learning resources needs were collected through questionnaires and interviews. The questionnaire was used to filter students' level of willingness/expectation and the lecturers' frequency in using the learning resources. In the meantime, the interview was used to filter significant information to enforce the result of the questionnaire's descriptive analysis. The obtained data were analyzed by mixing the method (quantitative and qualitative descriptive analysis).

FINDINGS OF THE STUDY

This section will analyze (a) frequently used learning resources by the lecturers and how they benefit the students, (b) preferred learning resources by the students and how they are used by the lecturers, (c) obstacles encountered by the students in taking the course, and (d) strategy for the course applying digital learning resources, as follows:

Frequently Used Learning Resources by the Lecturers and How They Benefit the Students

Out of 5 learning resources, there are 2 types of learning resources frequently used by the lecturers in their lectures according to 2 respondents, namely (a) the learning resource of the people, and (b) the digital learning resources like the following graph:

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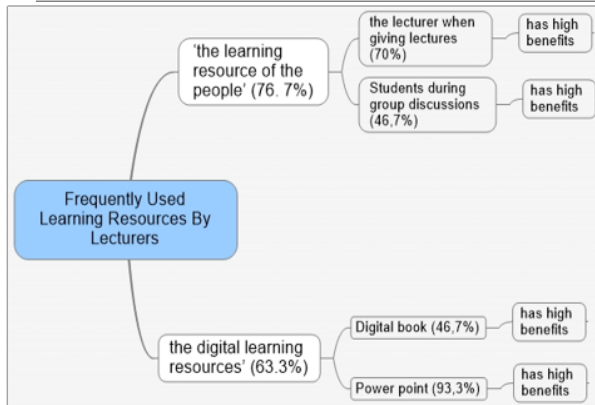


Figure 1. Frequently Used Learning Resources by Lecturers

Figure 1 above shows that the lecturers often use in their lecture 'the learning resource of the people' (76.7%) and 'the digital learning resources' (63.3%). The people as the learning resource are implemented in 4 forms shown in the following table:

Table 1. The Learning Resource of The People frequently used by Lecturers in the "Economic Theory and Policy" Course

No	Types of the Learning Resource of the People	Never		Seldom		Often	
		Tot al	%	Tot al	%	Tot al	%
A	The lecturers during the ongoing class,	4	13.3	5	16.7	21	70.0
B	The lecturers outside the class,	23	76.7	6	20.0	1	3.3
C	Group discussions during the ETP class,	7	23.3	9	30.0	14	46.7
D	Group discussions outside the ETP class,	23	76.6	5	16.7	2	6.7

Table 1 above shows that the lecturers often use the people as the learning resource in the form of (1) lecturers' explanation during ongoing class (70%), and (2) group discussions among students (46.7%). Meanwhile, the lecturers' explanation outside the class (76.7%) is "never" implemented according to the students. The lecturers mostly feel reluctant to

help the students of the class for they are too busy to spare their time for the students.

Although the lecturers are the only learning resource during the class, the majority of the students take high and very high benefit from it as much as 63.3% as tabulated below:

Table 2. The benefit of the Learning Resource of the People Used by Lecturers for Students to

Category	Frequency	%	% Cumulative
Very High	10	33.3	33.3
High	9	30.0	63.3
Moderate	11	36.7	100.0
Low	0	0.0	100.0
Very Low	0	0.0	100.0

Accelerate Material Comprehension

Table 2 above shows that 63.3% of the students feel that the learning resource of the people (lecturers' explanation in class) has a high and very high benefit. It means that the role of the lecturers is crucial despite other available learning resources on the internet. This is corresponding to the statement by (Nurtanto, 2014) that the teachers have been the major elements in learning. Without the presence of the teachers, quality learning might not be achieved. The teachers, therefore, have to master 4 competencies to be persistently developed like personal, social, pedagogical, and professional competencies.

The learning resource of the digital materials, in particular, includes 2 types that the lecturers often use in class according to 2 respondents. They are digital books (46.7%) and powerpoint slides (93.3%) as illustrated in table 3 below:

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Table 3. The Learning Resource of the Materials Frequently Used in Economic Theory and Policy” Course

No	Types of Learning Resources	Never		Seldom		Often	
		Total	%	Total	%	Total	%
a	Printed books	6	20.0	13	43.3	11	36.7
b	Digital books	6	20.0	10	33.3	14	46.7
c	Newspaper other printed-like materials	26	86.7	3	10.0	1	3.3
D	Newspaper and other digital-like materials	22	73.4	1	3.3	7	23.3
E	Printed Clippings	25	83.4	4	13.3	1	3.3
F	Digital Clipping	21	70.0	2	6.7	7	23.3
G	Powerpoint Slide	2	6.7	0	0.0	28	93.3
H	Handouts of course material	13	43.3	6	20.0	11	36.7

Out of 2 learning resources frequently used by the lecturers, 66.7% of the respondents have high (66.7%) and very high (36.7% and 30%) benefit as pointed out at the following table 4:

Table 4. The benefit of the Learning Resource of the Digital Materials Used by the Lecturers

Category	Frequency	%	% Cumulative
Very High	9	30.0	30.0
High	11	36.7	66.7
Moderate	9	30.0	96.7
Low	0	0.0	96.7
Very Low	1	3.3	100.0

The students feel that the learning resource of digital material has high and very high (66.7%) benefits. The data proves that the use of digital books and powerpoint slides as learning resources in the course is necessary to be maintained by the lecturers.

Based on the discussion about frequently used learning resources by the lecturers, it depicts that the lecturers generally use the learning resource of (a) the people (lecturers' giving a lecture in class, group discussions) and (b) digital materials (digital books) in Economic Theory and Policy course. The

learning resources have high benefits according to the students. This informs that the students have shifted to the use of digital information as to their learning resources. Thus, the lecturers have to make innovation while delivering their lectures by utilizing digital learning resources. (Sameto, 2010) also shares a similar viewpoint that learning is an attempt one makes to derive new behavioral knowledge in a holistic manner resulting from his or her own experiences while interacting with the setting. The industrialization 4.0 indicated by digitalization allows the information to be simply accessed (learned) anytime and anywhere.

Preferred Learning Resources by the Students and How They Are Used by the Lecturers

There are 5 groups of learning resources that the lecturers can take into account to support their lectures, namely (1) the learning resource of the People, (2) the learning resource of the Materials, (3) the learning resource of the Settings, (4) the learning resource of the Activities, and (5) the learning resource of the Tools and Equipment. The needs of Students’ of Economic Theory and Policy Magister Program, FKIP of Riau University for these 4 groups of learning resources can be elaborated as follows:

Needs for the learning resource of the people

Out of 4 types of the learning resources of the people on the figure below, 2 of which are preferred by the majority of the students; they are the people (60%) and the material (66.7%) described as follows:

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Figure 2. Students' Preference and Lecturers' Frequency in Utilizing the Learning Resources of the People

Graph 2 above shows that the majority of the respondents prefer the lecturers to (a) explain the material during ongoing class (60%), (b) conduct group discussions (66.7%). This expectation has been realized by the lecturers of the ETP subject. On the other hand, there investigated 2 types of learning resources preferred by the students but seldom do teachers select them. The students' preference for the 2 types of learning resources however relatively remains low (33.3%-40%). This means that the use of the learning resource of the people has been appropriate in the ETP course.

Needs for the learning resource of the material

In light of the learning resource of the material, most students prefer the lecturers use the learning resource of digital materials as shown in the following Figure 3:

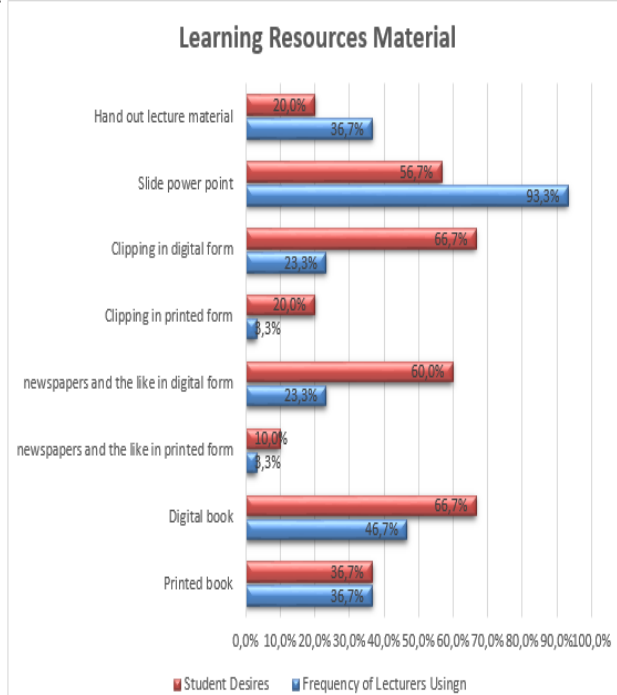


Figure 3. Students' Preference and Lecturers' Frequency in Using the Learning Resource of Material.

Findings above shows that most students (>50%) prefer the lecturers to use digital learning resources, namely (1) digital books (66.7%), (2) newspaper or other digital-like materials (60%), (3) digital clippings (66.7%), and (4) powerpoint slides (93.3%) in their lecture. Out of 4 learning resources that the students prefer, two of them have been frequently used by the lecturers; they are (1) digital books, and (2) powerpoint slides. The other two (a) newspaper and other digital-like materials, and (b) digital clippings preferred also by most students show a high discrepancy between what the students prefer and what the lecturers apply. Thus, the ETP lecturers must make an innovation in the use of the other 2 learning resources for optimi-

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ng students' potential.

Needs for the learning resource of the settings

Particularly in the learning resource of the settings, all 6 of the settings are preferred by the students (66.7% to 83.3%) with unfortunately their unbalanced implementation yet (16.7% to 43.3%), as reflected from Figure 4 below:

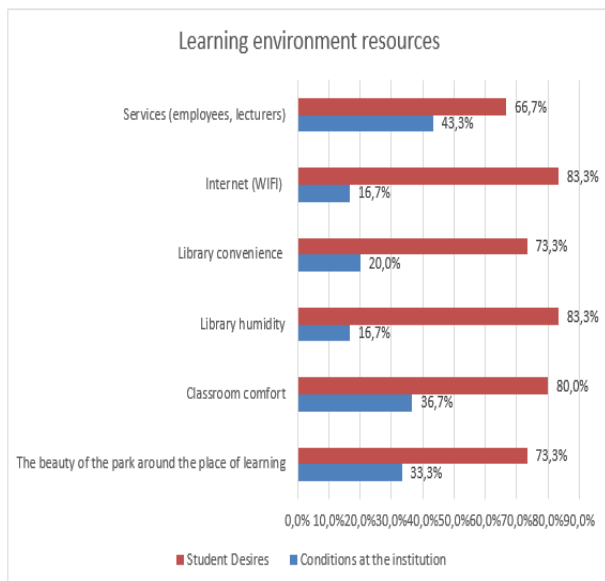


Figure 4. Students Preference and Lecturers' Frequency in Using the Learning Resource of the Setting

Out of 6 learning resources of the settings preferred by the students above, one of which (the Service (of the employees and lecturers)) has nearly met what the students expect in its implementation that is 43.3% out of 66.7%. The other 4 learning resources (internet-Wifi facility, convenient and complete facilities of the library, comfortable classrooms, and beautiful parks around the learning area) show some discrepancies between what the students prefer and how they are utilized as seen on the

above figure.

The settings are part of the task and function of the institution so that the Magister Program of FKIP of Riau University has to refine the existing 6 settings in response to what the students prefer to optimize the learning process and outcome. By having comfortable classrooms and campus parks, well-facilitated library and internet/wifi, as well as excellent service by the employees, the university can promote students' learning motivation which in the end can reach an optimum outcome.

Needs for the learning resource of the activities

Out of 5 learning resource of the activities, there are 3 types the students prefer, namely the use of (a) lecturing method (63.3%), (b) discussion strategy (90%), and (c) quizzes during the course (60%) as presented in figure 5 below:

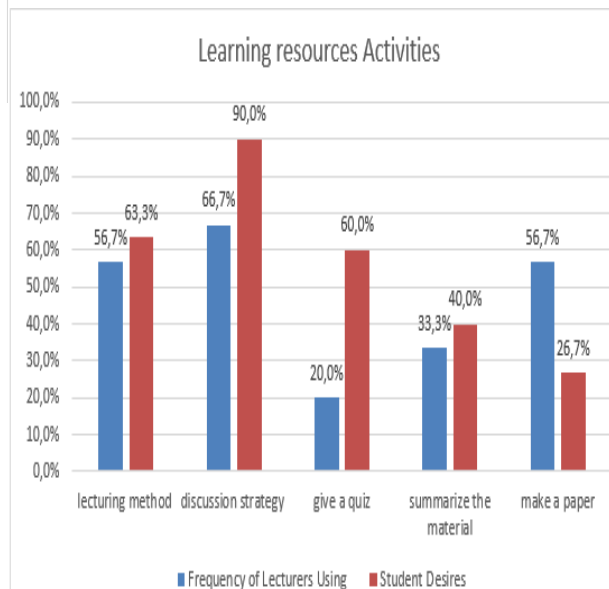


Figure 5. Students' Preference and Lecturers' Frequency in Using the Learning Resource of the Activities

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The findings show that two of the resources (lecturing method and discussion strategy) have been applied by the ETP lecturers so that these should be maintained. The other resource (quizzes during lecture) has not been applied by the lecturers instead. Thus, the lecturers have to make an innovation in the use the quizzes to increase students' learning motivation and outcome. The lecturers are nowadays able to make a quiz by using various software like *Wondershare Quiz Creator*. This software can also be utilized by educators to conduct a quick, attractive, and flexible learning evaluation designed for the students (Kuswari Hernawati, 2015). Administering quizzes will increase students' learning motivation so that administering them regularly will be likely to increase their learning outcomes.

Needs for the learning resource of the tools and equipment

Students' preference to this group of the tools and equipment as the learning resource and the lecturers' frequency in using them is briefly described in the following figure 6:

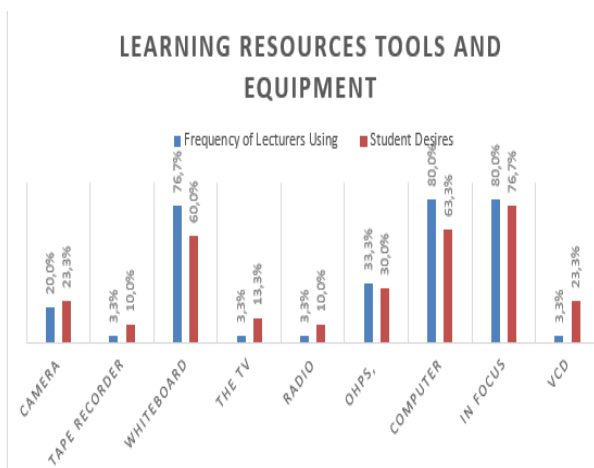


Figure 6. Students' Preference and Lecturers' Frequency in using the learning resource of the Tools and Equipment

Figure 6 describes the majority of students' preference to have the learning resource of tools and equipment by the lecturers during a lecture in the form of (a) whiteboards (60%), (b) computers, (63.3%), and Infocus projectors (76.7%). Other learning resources (cameras, tape recorders, TV sets, radio sets, OHPs, and VCDs) are slightly preferred (3.3%-33.3) for the ETP course. Hence, the use of the learning resource of the tools and equipment by the lecturers has been appropriate for the course.

Based on the 5 groups of learning resource above mentioned, the students' preference can be classified into two parts, namely: (a) the learning resource preferred by the students and having been applied by the lecturers, (b) the learning resource preferred by the students but not/ not yet having been applied by the lecturers. The former belongs to lecturers' explanations in class, group discussions, and digital books whilst the latter belongs to: internet, library, exercises, quizzes, digital clippings. Concerning this, the lecturers are supposed to make an innovation to enable them to apply such resources; therefore, it can promote learning motivation and outcome.

Obstacles encountered by students taking the ETP course

An activity has a weakness and strength, so does the learning process of the ETP course. Some obstacles the students have to face are: (a) abundant amount of learning materials, (b) fast explanation by the lecturers, (c) unreliable internet facility, (d) uncomfortable classrooms, and (e) lack of feedback by the lecturers. To overcome this, the problems can be classified into two: (a) problems by the lecturers, and (b) problems by the institution.

The ETP lecturers through their innovation are expected to be

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able to solve the problems faced by the students taking the course. They are (a) abundant amount of learning materials, (b) fast explanation by the lecturers, and (c) lack of feedback by the lecturers. Other causing problems are (a) unreliable internet facility and (b) uncomfortable classrooms for which the institution (Economic Education Magister Program of Riau University) should be responsible.

Lecturing Strategy Using Digital Learning Resources

Considering the result of needs analysis of the learning resource (a.1: digital learning resources, quizzes), students are coping with some problems and obstacles (a.1: lack of learning resources). Each student has a mobile phone and internet data package; therefore, to accommodate the students' preference, the lecturing strategy for utilizing digital learning resources should be formulated according to the following syntax:

Table 5. Steps for Digital Learning Strategy.

Period	Syntax/Steps	student activities
Before onsite class	1. Lecturers give an independent assignment <i>(the assignment is given minimally 3 days before the onsite class with a level of difficulty following the learning objective)</i>	<ul style="list-style-type: none"> o Reading digital books and clippings <i>(offline/online)</i>, o Completing a written assignment, o Noting down a list of less understood materials <i>(for discussion material during onsite class)</i>
Onsite Class <i>(the teaching process as the core)</i>	1. Lecturers divide groups into 3-4 people/groups in a heterogenic manner 2. Each group discusses each problem the member has (third assignment) 3. Lecturers give an individual quiz as an evaluation	<ul style="list-style-type: none"> o Lecturers are facilitating the discussion by looking around watching the group having the problem. o Lecturers give detailed explanations for the answers to the problems in the quiz.

CONCLUSION

It can be concluded based on the discussion that:

1. ETP lecturers frequently use in their lecture: (1) the learning resource of the people in the form of lecturers' explanation in class and students' group discussions, (2) the learning resource of the material in the form of; digital books and powerpoint slides, and (3) the learning resource of the tools and equipment in the form of whiteboards, computers, and Infocus projectors. All of these learning resources have high and very high benefits in the learning process.
2. There are some learning resources preferred by students but not yet/infrequently applied by lecturers in the CTP course, namely: (1) the learning resource of the materials including (a) newspaper and other-like digital resources and (b) digital clippings; (2) the learning resource of the activities including administering quizzes.
3. There are some activities frequently performed by lecturers but less preferred by the majority of students that is paper writing assignment.
4. The learning resource of the settings is particularly preferred by students but it still satisfies one item only of which implementation nearly meets what the students prefer (Services by employees and lecturers). The other 4 items (Internet/wifi facility, convenient and complete facilities of the library, comfortable classrooms, and beautiful parks around the learning area) have a discrepancy with what the students prefer to have.

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5. Some obstacles are investigated during ETP course, namely: (a) Abundant amount of the learning materials, (b) fast explanation by the lecturers, (c) unreliable internet facility, (d) less comfortable classrooms, and (e) lack of feedback by the lecturers upon the assignment

Based on the conclusion, it is recommended that (1) the lecturers of ETP course at Magister Program of the Riau University make an innovation in the utilization of the learning resources that can accommodate students' preference to improve their learning motivation and outcome; (2) the Magister Program of the Riau University promote its services, in particular, providing reliable internet facility, convenient and complete facilities of library, comfortable classrooms, and beautiful parks surrounding the learning area to increase students' learning motivation and outcome, (3) a wider scope of study be conducted further.

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